

MIT's Oldest and
Largest Newspaper

thetech.com



WEATHER, p. 2

THU: 49°F | 40°F
Mostly Cloudy.

FRI: 44°F | 39°F
Rainy.

SAT: 48°F | 41°F
Chance of Showers.

Volume 141, Number 9

Thursday, April 15, 2021



Cherry blossoms bloom at the entrance of Walker Memorial as spring arrives in Cambridge.

SHINJINI GHOSH—THE TECH

Institute announces summer guidelines

Campus access to 'remain limited,' but undergrads may access facilities

By Nicole Chan
ASSOCIATE NEWS EDITOR

MIT Covid Update shared upcoming summer policies and protocols, effective June 1, surrounding testing, campus access, and travel, in an April 8 email to the MIT Community.

Campus access will “remain limited” for summer 2021. Faculty, researchers (including graduate students and postdocs), and staff “already authorized to access campus (i.e., in Covid Pass) will retain that access, provided that they comply with testing and attestation protocols.”

Students participating in in-person UROPs will not be eligible for on-campus housing (unless they qualify through SHARP). However, all undergraduates who are living off campus this summer may access campus to participate in an in-person UROP (contingent on PI approval), and may

use other campus facilities (such as Department of Athletics, Physical Education and Recreation (DAPER) facilities, MIT libraries, or maker-spaces/shops) at the discretion of the space manager.

A process will be announced “soon” for undergraduates wishing to request access to campus.

No K-12 students or programs will be allowed on campus this summer. For undergraduate students, summer residential programs will be “limited to MSRP, MSRP-Bio, InterphaseEDGE, and students approved for SHARP housing.”

DAPER indoor and outdoor facilities will remain open during the summer but “only Covid Pass holders may access those facilities.”

Requirements for mask wearing, social distancing, and routine test-

Summer Plans, Page 3

Task Force 2021 and Beyond enters second phase, begins refining and planning to implement first phase proposals

16 Refinement and Implementation Committees charged to develop proposals on various aspects of Institute, including social responsibility, graduate student support and funding, campus spaces

By Kristina Chen
EDITOR IN CHIEF

“Task Force 2021 and Beyond will be entering its second phase, focused on refining and planning implementation of ideas proposed during its first phase,” task force Co-Chairs Rick Danheiser and Sanjay Sarma wrote in an April 12 email to the MIT community.

The second phase of the task force will be carried out via 16 Refinement and Implementation Committees (RICs), which will each develop specific proposals and de-

fine implementation plans for the proposals.

Most of the RICs are expected to provide reports to the task force co-chairs mid-June 2021.

While the first phase of the task force included four overarching workstreams (academic, administrative, finance and data, and community and culture) divided into several groups, the RICs are smaller, with five to 12 members each. The RICs include members from the first phase’s groups who are “well-versed in the earlier consideration” of the groups’ ideas and members whose

roles at MIT involve them in the implementation of the ideas.

The undergraduate program RIC will review the undergraduate academic program, particularly General Institute Requirements, resuming work done by the chair of the faculty and the vice chancellor for undergraduate and graduate education prior to the pandemic.

The social responsibility RIC is tasked with advancing ideas related to MIT’s social responsibilities and considering how the Institute can support students, faculty, and staff in fulfilling those responsibilities.

The graduate student professional development RIC will focus on ideas relating to a holistic graduate education by potentially introducing professional development opportunities for graduate students, fostering research collaborations with companies, and exploring non-research careers through teaching experiences.

The graduate student advising and mentoring RIC will appoint an Ad Hoc Committee on a Strategic Plan for Graduate Advising and Mentoring and define a timetable for the committee’s work on a report

describing how MIT can improve graduate advising and faculty mentoring by May 1, 2021.

The undergraduate experience RIC will work to propose an implementation plan for enhancing undergraduate advising, such as by strengthening the UROP program and expanding advising networks.

The under-recovery RIC is charged to study under-recovery funding levels and processes and to make proposals to increase transparency and efficiency for identi-

Task Force, Page 2

IN SHORT

CP* is taking place April 15–18.

The last day to add half-term subjects offered in second half of term is April 16.

April 19 is Patriot’s Day and April 20 is a student holiday. No classes will take place.

Ring Premiere for the Class of 2023 will take place April 19 at 8:23 p.m. ET via livestream.

Beginning April 19, all individuals age 16 or older living, working, or studying in Massachusetts will be eligible for the COVID-19 vaccine.

MIT community members living in Massachusetts should pre-register for COVID-19 vaccines and update their vaccine status at covidvaccine.mit.edu.

Interested in joining *The Tech*? Email join@tech.mit.edu.

Send news and tips to news@tech.mit.edu.

MIT hosts vaccine webinar on Zoom

MIT is not a mass vaccination site, but ‘strongly encourages’ community members to get any available vaccine once eligible

By Srinidhi Narayanan
NEWS EDITOR

MIT hosted an Institute-wide Zoom webinar entitled “Covid-19: Vaccines and prospects for ending the evolving pandemic,” on Thursday, April 8.

The webinar was presented by members of the Ragon Institute of Massachusetts General Hospital

(MGH), MIT and Harvard, and featured Bruce Walker, founding director of the Ragon Institute; Galit Alter, a “key player in determining the ability of Covid-19 vaccines to elicit protective immune responses”; Dan Barouch, who was “instrumental in developing the Johnson and Johnson” vaccine; and Bryan Bryson, MIT SB ’07, PhD ’13, who “collaboratively applied MIT machine learning

algorithms developed for language to predict SARS-CoV-2 mutation and evolution.”

The webinar began with several mini-presentations about a variety of topics pertaining to COVID-19. Specifically, the presentations covered the basic concepts of immunity following immunization,

Vaccine Webinar, Page 10

GRADE TRANSPARENCY

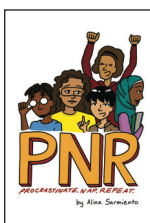
Students deserve to know where their grades stand. **OPINION, p. 4**

DRINKING FROM THE FIREHOSE

Your mental health is a priority. **OPINION, p. 4**

STRATEGIC PLAN

Senior leadership must stop hindering progress and commit to tangible action. **OPINION, p. 5**



PNR

Supplement. **FUN, p. 7**



ME VS. ME

The me who wants to play the highlight reel versus the me who wants to show the worst of it all. **CAMPUS LIFE, p. 12**

SECTIONS

Opinion 4
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WEATHER
Spring constant, here to stay!

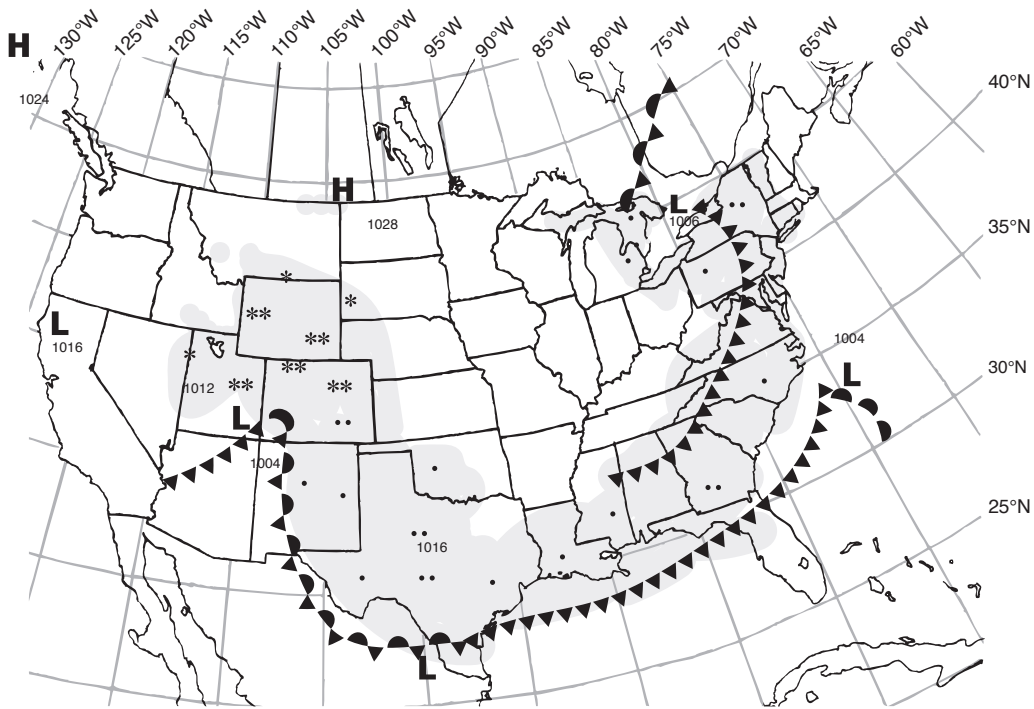
By Phoebe Lin
STAFF METEOROLOGIST

An exciting burst of rain is making its way towards us as we wait in anticipation for our long weekend! What news for ducks and weather enthusiasts! Even if getting wet is not our favorite part of spring, we can still look forward to the blooming flowers, the groups of students studying outside in the warm sunlight, and our allergies that signal to us that spring is gradually returning to us, along with a slow but steady return to normalcy. Keep those raincoats and boots handy for just a couple more weeks!

Extended Forecast

Today: Cloudy and then chance of showers. High around 49°F (9°C). East winds around 9–15 mph.
Tonight: Very rainy, low around 40°F (4°C). Winds eastwards, 14–16 mph. About a half to three quarters of precipitation possible.
Tomorrow: Very rainy and breezy. High around 44°F (7°C) and low around 39°F (4°C). Patchy fog at night, north winds 10 mph with gusts at around 20 mph.
Saturday: Chance showers and then mostly cloudy. High around 48°F (9°C) and low around 41°F (5°C). Winds in the north around 11 mph, gusts as high as 22 mph.
Sunday: Partly sunny and then mostly cloudy. High near 53°F (12°C) and low near 43°F (6°C). Calm winds in west and south around 5 mph.

When the weather picks up, we hope your spirits do as well! Make sure to take some time to enjoy the beautiful weather outside and to go on some adventures this weekend! Consider taking a couple of classes outside. Stargazing with your pod? Definitely a win. What about a walk along the Charles River? Catch up with a friend you haven’t talked to in too long by shouting at each other from the other side of the street! Get vaccinated with your pod! Make sure to take this chance to soak in your well deserved long weekend before we power through the last month of the semester.



Situation for Noon Eastern Time, Thursday, April 15, 2021

Weather Systems	Weather Fronts	Precipitation Symbols		Other Symbols
		Snow	Rain	
H High Pressure	--- Trough	* (light)	• (light)	☁ Fog
L Low Pressure	— Warm Front	* (moderate)	• (moderate)	⚡ Thunderstorm
🌀 Hurricane	▲ Cold Front	** (heavy)	•• (heavy)	☁ Haze
	— Stationary Front	* (light)	• (light)	

Work succeeding RIC will plan and pilot flexible work practices at MIT

Task Force, from Page 1

fyng sources of under-recovery funds. Under-recovery refers to the difference between the negotiated finance and accounting rate that MIT charges to a sponsored research product and the rate the sponsor is willing to pay. The career support for post-docs, research scientists, and instructional staff RIC will develop proposals meant to support the groups the committee is named for. These proposals may include providing multiple advancement paths or creating systems to foster diversity, equity, and inclusion (DEI).

The campus working spaces RIC will consider how new technologies and changing work practices affect MIT’s space requirements. The work succeeding RIC will, alongside the campus working spaces RIC, plan and pilot flexible work practices, by including options for hybrid working schedules and implementing pilots to evaluate physical spaces and best practices for different kinds of work. The employee development, strategy, and career pathways RIC will develop plans for MIT to establish opportunities for MIT employees to develop skills for mentorship, team management, and career advancement.

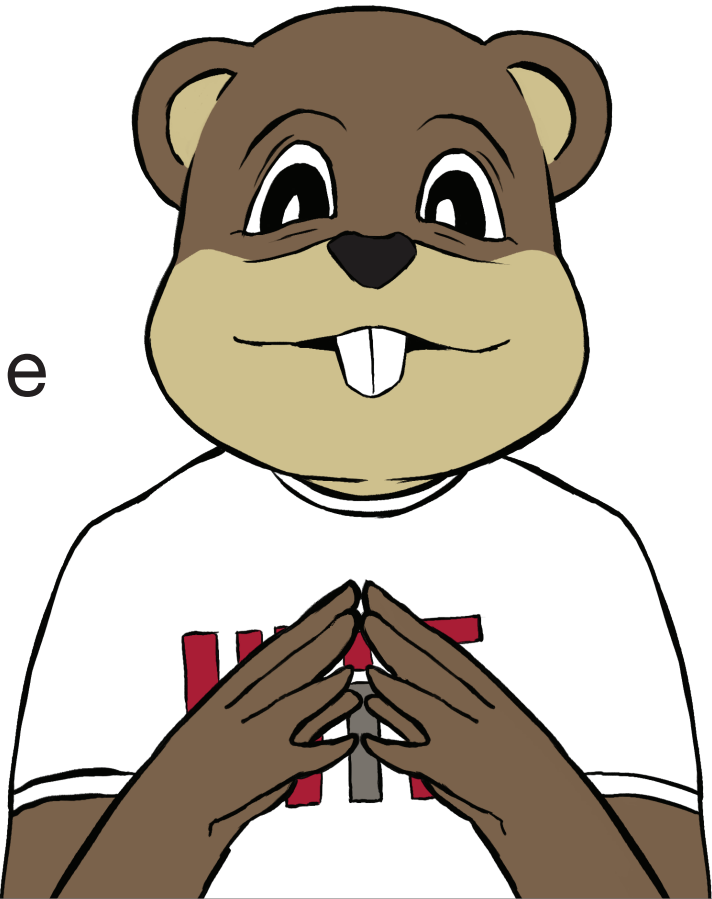
The lifelong learning/postgraduate education RIC will evaluate ideas on how MIT can enhance education delivery, particularly for postgraduates via online programs, and propose an implementation plan for an Institute-wide unit focused on postgraduate education. The collaborations RIC will provide recommendations supporting research collaborations across MIT’s schools, as well as with corporations and international entities. The RIC focused on strengthening the pipeline of underrepresented and minority researchers will create an implementation plan for establishing a stronger mechanism

in hiring young researchers from underrepresented groups and providing a more supportive environment at MIT for these researchers. The One Agile MIT RIC will provide plans to improve the efficiency of work at the Institute by building a cross-functional project management team to modernize administrative processes and developing new practices for sharing digital data across departments, labs, and centers. The student funding RIC will work with Provost Martin Schmidt PhD ’88 to focus on graduate student funding, high rate of graduation tuition, and other issues facing graduate students. The committee

may also consider ideas proposed regarding undergraduate financial aid and student debt, if time permits. The undergraduate and graduate living and learning RIC will address ideas related to learning and residential spaces, including digital learning technologies, community and outdoor spaces, and design of classrooms and other academic settings. Task Force 2021 and Beyond was first charged by President L. Rafael Reif to build a “better” post-COVID-19 MIT in May 2020 and completed its first phase of identifying ideas to implement in December 2020.

⚠️ TRADE OFFER ⚠️
(prefrosh only)

I receive:
An interview
with you for
the next issue
of *The Tech*



You receive:
Your words
published
in MIT’s Oldest
and Largest
Newspaper

Get in touch with us at
general@tech.mit.edu

Community members should register MIT-sponsored travel

Summer Plans, from Page 1

ing will remain, with “the potential for reduced frequency toward the end of summer,” the email reads. Also, “a quarantine week (Q-Week) will be required for new campus residents or those returning to campus after an extended period away.”

Current visitor policies will remain in place for this summer.

“Until the pandemic is under control worldwide, a modified Covid-19 travel policy will remain in effect in addition to the existing Institute travel policy,” according to the email. All MIT-related travel must be registered.

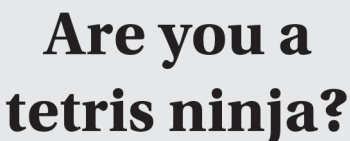
artists of color and broaden the diversity of artistic talent” at MIT, examine MIT’s campus “as an artistic expression” of its values, and recommend ways to deepen understanding of the Institute’s history.

In addition, the committee will coordinate with the Institute's development of a strategic action plan for DEI, the community and culture workstream of Task Force 2021 and Beyond, and other relevant MIT committees and student groups to "incorporate elements of their work" into the committee's recommendations.

The committee will fulfill its charge by submitting recommendations to Schmidt by December 2021. Schmidt is “optimistic” that the committee’s work will “imagine new possibilities for artistic and cultural contributions to racial equity at MIT.”

The committee will also work to create programs "to recruit

“One Way to Think about Racism”



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Professor of Philosophy and Law,
New York University

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All are invited | No registration required

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Addressing academic inequity at MIT through grade transparency

**By Ananya Gurumurthy, Ben Wolz,
Sreya Vangara, Katherine Kosteki,
and Timmy Dang**

Grade transparency has been a serious student concern for decades and profoundly affects equity within higher education at MIT.”

GUEST COLUMN

How are you doing? Actually? Because I am tired.

CW: Mentions of suicide, depression

I'll never forget that when I told a friend during my freshman year of high school that MIT was my dream school, they expressed concern. Even though they too were interested in engineering, they told me they would never even consider MIT because of the high suicide rates. Looking back on that conversation now as a junior

What we are asking for is a simple safety net.

What we are asking for is a simple safety net. We are not impinging upon professors'

is extremely saddening, because they were not completely wrong. I am concerned about students' mental health and wellbeing right now. I remember crying profusely when I found out that spring break was replaced by long weekends, anticipating that students would be burnt out. Unfortunately, I underestimated how strong the effect would be.

I have consistently struggled my way through MIT, and I don't believe I'm stron-

right to determine A/B/C cutoffs, nor are we pushing for grade inflation. We are not complaining about our GPAs, nor are we arguing with professors. We just ask that students be told how much better they need to do to prevent failure (by contextualizing grades on major assignments and

We want students to be able to make informed decisions about their registration and not be blindsided.

exams) and whether they are on track to fail a course by drop date. We want students to be able to make informed decisions about their registration and not be blindsided by a misunderstanding that could upend their financial, economic, or emotional stability.

Unfortunately, current regulations at MIT do not encourage grade transparency and often stifle dialogue between students and their professors regarding grades and grading policies. In writing this op-ed, we hope to utilize this platform to make MIT's policies better for students and faculty alike. In the past three weeks, we have seen an unprecedented amount of student support for these changes in regulations, as observed by the grade transparency petition reaching over 1,000 signatures from undergraduates, undergraduate organizations, and recent alumni. Students have powerfully opted to use their voices to propose changes that they believe will make MIT a more equitable and accessible place, and now we hope that faculty will do their part by making these policies a reality.

The full policy proposal can be found [online](#).

The authors of this article are members of the Undergraduate Association's Committee on Education.

ger for it, nor do I believe it has to be this way. In the past year, it has become even more difficult to perform regularly in classes, due to the pandemic and the stress and grief surrounding the horrifying racial injustices we have seen against the Black and Asian communities. After hearing about the death of a Yale first year a few weeks ago, I knew that change had to happen and

Breaking Point, Page 6

CORRECTIONS

A news article in last week's issue of *The Tech* incorrectly wrote that Adriana Espinal reached out to *The Tech* to provide comment. In fact, *The Tech* reached out to Espinal for comment.

OPINION POLICY

Editorials are the official opinion of *The Tech*. They are written by the Editorial Board, which consists of Publisher Joanna Lin, Editor in Chief Kristina Chen, Managing Editor Chloe McCreery, Executive Editor Wenbo Wu, and the opinion editor, a position that is currently vacant.

Dissents are the signed opinions of editorial board members choosing to publish their disagreement with the editorial.

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Letters, columns, and cartoons must bear the authors' signatures, addresses, and phone numbers. Unsigned letters will not be accepted. *The Tech* reserves the right to edit or condense letters; shorter letters will be given higher priority.

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Guest columns are opinion articles submitted by members of the MIT or local community.

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Towards a substantive and meaningful DEI strategic action plan

Citing ‘difficulty’ and ‘decentralization,’ senior leadership fail to create an actionable and antiracist strategic plan

**By Student Members of the Strategic
Action Plan Steering Committee**

On July 1, 2020, in light of the national reckoning sparked by the wrongful killings of Black Americans and the massive movement of brand activism, President L. Rafael Reif wrote a letter regarding efforts to address systemic racism at MIT. The main offering of this letter was the promise of a “comprehensive, Institute-wide Strategic Action Plan for Diversity, Equity and Inclusion (DEI)” which would “establish clear, coordinated Institute-wide objectives.” Less than one year later, MIT senior leadership’s process of overseeing the strategic plan has failed its promise.

MIT senior leadership's process of creating the strategic plan has failed the purpose it was meant to serve.

In September 2020, the strategic action plan steering team, on which we serve as the undergraduate and graduate student representatives, was tasked with developing the plan. Concurrently, student activists across the Institute tried to leverage the perceived momentum for antiracist action, but senior and faculty leadership repeatedly told students that their concerns would be addressed by the strategic plan (and ignored immediate actions that could be taken to address systemic racism). With this hyperfocus on the strategic plan, much of our time on the committee was spent crafting the overarching strategic priorities and their corresponding commitments. The draft of the strategic plan released in March 2021 indicates that it “attempt[s] to deliver an explicit, directional, and aspirational set of actions for MIT.” However, we witnessed firsthand how the initial drafts we worked on for seven months were, upon being vetted by senior administrators, purged of several meaningful actions. Many recommendations were changed in their underlying mechanisms from “there are existing inequities and here are recommendations to solve them” to “reviewing, evaluating, and assessing *if inequities exist*.”

These changes in language were even more jarring because of the lack of transparency in how and why they were made.

These changes in language were even more jarring because of the lack of transparency in how and why they were made. Steering team leadership (John Dozier, Tim Jamison, and Maryanne Kirkbride) were the only members who communicated with MIT's senior administration directly. Our concerns with the plan unraveling were met with deflections — senior and steering team leadership blaming the current structure of decentralization; senior leadership's preference for setting low-level goals so the plan is “fully achievable in five years”; and senior leadership's fear of upsetting faculty and financial donors.

If we — student members of the steering committee who have spent countless hours every week in meetings and on phone calls to push for change — are not listened to, how can we trust that further feedback from the broader community via the engagement sessions will be incorporated? In fact, our queries about incorporating engagement session feedback were met with a non-committal response on making any major changes. When senior leadership privately recalibrates the plan while simultaneously, and publicly, calling for Institute standards, they endanger the trust that the MIT community places in them and, by extension, threaten the success of the strategic plan.

In understanding this threat, we must first define what it might look like to successfully address systemic racism in an academic institution's strategic plan. We synthesize anti-racist scholarship [1] with our own experiences to define four dimensions.

The first dimension is to **shift power dynamics to reduce the negative impact of hierarchy**. Academia is built on hierarchical processes that are prone to the effects of racism, sexism, and other forms of bias. A strategic plan that shifts power dynamics would align these processes with Institute-wide standards for equity that better democratize decision-making. These standards must apply to any and all procedures where power imbalances or bias can sway an outcome (e.g., graduate admissions, qualifying exams, faculty hiring, and tenure).

The strategic plan must create strong accountability and support mechanisms at every administrative level.

The second dimension is to **amplify and prioritize the needs of the most marginalized groups**. Different communities will have unique sets of lived experiences and needs. Any plan to address oppression that does not actively center the voices and priorities of marginalized and underrepresented peoples may include positive ideas but will inevitably be incomplete.

The third dimension is to **enact justice by holding individuals who perpetuate oppression accountable**. Justice cannot exist without accountability. Accountability is about people taking responsibility for harmful behavior and taking action to repair that harm. The strategic plan must create strong accountability and support mechanisms at every administrative level (not just the Institute Discrimination and Harassment Response office) to condemn abusive, prejudiced, and/or racist behavior.

The fourth dimension is to **celebrate and incentivize anti-oppressive allyship and advocacy**. We must better value the contributions and labor from faculty, staff, and students who advance DEI initiatives. This means incorporating DEI leadership as a factor in hiring, promotion, and fellowships; giving awards to staff and students; and compensating students who participate in Institute-level DEI initiatives.

Senior leadership, whether intentionally or not, have taken actions that are antitheti-

cal to the four dimensions we think constitute a successful plan:

Coming off the cusp of grassroots community-wide advocacy and departmental organizing (e.g., RISE and departmental student coalitions), senior leadership has **shifted power back to themselves**, tilting the scales on our commitments to reinforce the decentralized and hierarchical systems that pervade MIT. Students on the steering committee repeatedly asked for centralized standards and saw that language replaced with “work with department heads” and “convene a working group,” stalling any tangible actions.

We must better value the contributions and labor from faculty, staff, and students who advance DEI initiatives.

By prioritizing the whispers of discontent from large conservative donors and faculty (and maybe even themselves), senior leadership has amplified the wants of the most privileged groups and actively **disregarded the needs of current community members who are hurting the most**. This is best illustrated by senior leadership refusing to fund DEI officers for departments that need but cannot afford them and dodging community space requests from identity groups who feel that they do not have a home on campus. These are actions that are asked for by almost every minority group that this plan claims to serve.

And by watering down the plan in closed-door meetings, they have **dismantled mechanisms to hold them accountable for change** and insulated themselves (and us) from authentic dialogue about what it will take to improve MIT.

The commitments in the strategic plan that are strong have focused largely on the fourth dimension — to celebrate and incentivize allyship and advocacy — **but this by itself only overburdens individuals, rather than iterating on systemic solutions.** The students, staff, and faculty, generally women and people of color, who are already doing that work, do not just deserve awards; we deserve change.

We ask, where do senior leadership see themselves in this plan, other than taking credit for its creation? And will that plan materially improve the lives of those at MIT whom this plan was supposed to serve?

Different communities will have unique sets of lived experiences and needs.

As students on the steering committee, we desired a plan with commitments that extend beyond its (and our) time at MIT. We have been honored to work alongside all those on the steering team, especially John Dozier, to draft this plan. But the onus for its impact on the MIT community lies squarely on the senior leadership, who have in one hand beckoned for sweeping change and in the other held up stop signs.

We have proposed changes to the strategic plan several times over on issues that directly impact students, which are detailed

in the online version of this op-ed. We request that by May 7, the Academic Council respond to our proposed changes with clear answers of what they will commit to adopt from our changes and provide *written* rationales for any changes they do not want to accept, something that we have repeatedly asked for from senior leadership.

We have no interest in putting our names behind a plan that is mostly performative.

MIT leadership has, in the name of “practicality” and “efficiency,” acted without transparency or accountability. If they fail to provide us with a clear response to our proposed changes, it will be another point of evidence that their definition of success for the strategic plan is predicated on its toothlessness, and is in direct conflict with ours. We have no interest in putting our names behind a plan that is mostly performative. We joined the committee to work towards a meaningful vision for a better MIT, and we will reassess our future participation if senior leadership continues to hinder that vision.

If you support this article, please email Provost Martin Schmidt (schmidt@mit.edu), ICEO John Dozier (jdozier@mit.edu), and cc steercomm-students@mit.edu, saying “I support the student call for Institute-wide standards.”

[1] Corneau, S., & Stergiopoulos, V. (2012). More than being against it: Anti-racism and anti-oppression in mental health services. *Transcultural Psychiatry*, 49(2), 261-282.

The authors of this article are student members of the MIT Strategic Action Plan Steering Committee.

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Got a lot on your mind?

Share some thoughts with us!

Write for Campus Life. join@tech.mit.edu

Breaking Point, from Page 4

by the responses: concern for themselves and peers, burnout, depression, suicidal thoughts, and simply asking that something be done. The suggestions were varied but one thing was consistent: needing a break, clearly not caused by laziness but by exhaustion. I created a word cloud and poem of the responses because I believe they speak for themselves.

To my peers I say, please take care of yourselves first and foremost. It is a difficult time, but you are not alone. Please know when to reach out for help, when to ask for extensions, and when to drop a class. Remember, *sleep is for the strong*. You are the priority, and MIT will still be here even after you take a break. I also wanted to share this playlist that I made and listened to while writing this article; it's been bringing me joy, and I hope it does for you, too.

To MIT's administration, I have some suggestions that I gathered from the responses and based on my own experiences:

- Adding one more class to PE/NE this semester and having a psst-free week before the end of the semester. Students need a break from the firehose, and these changes would provide some respite.
- Students should have access to basic needs and basic care.
 - This means having enough mental health providers, specifically those of color; if students are reaching out for help, a waiting period of 2-3 weeks can be devastating.
 - Students who are food insecure and not on the meal plan need to be supported as well: it is heartbreaking to think of peers struggling to meet

their basic needs while shouldering the responsibilities of a full-time student.

- Title IX policies need to be improved upon to make sure students aren't re-traumatized by the process.
- The policies on leave of absence and return of students need to be improved upon. It is unacceptable that students are debating between continuing their studies while severely unwell or pausing and worrying about their academic standing when they come back.

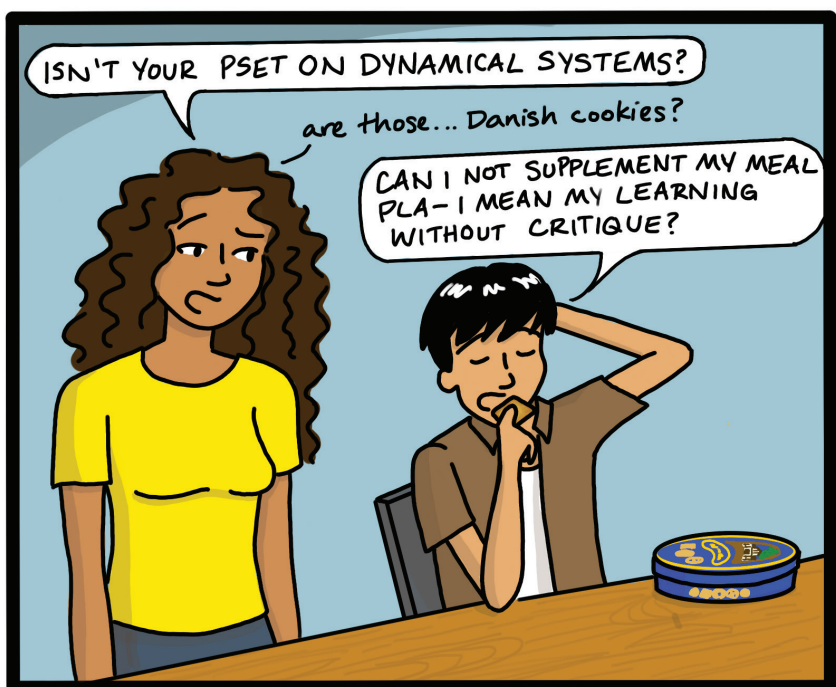
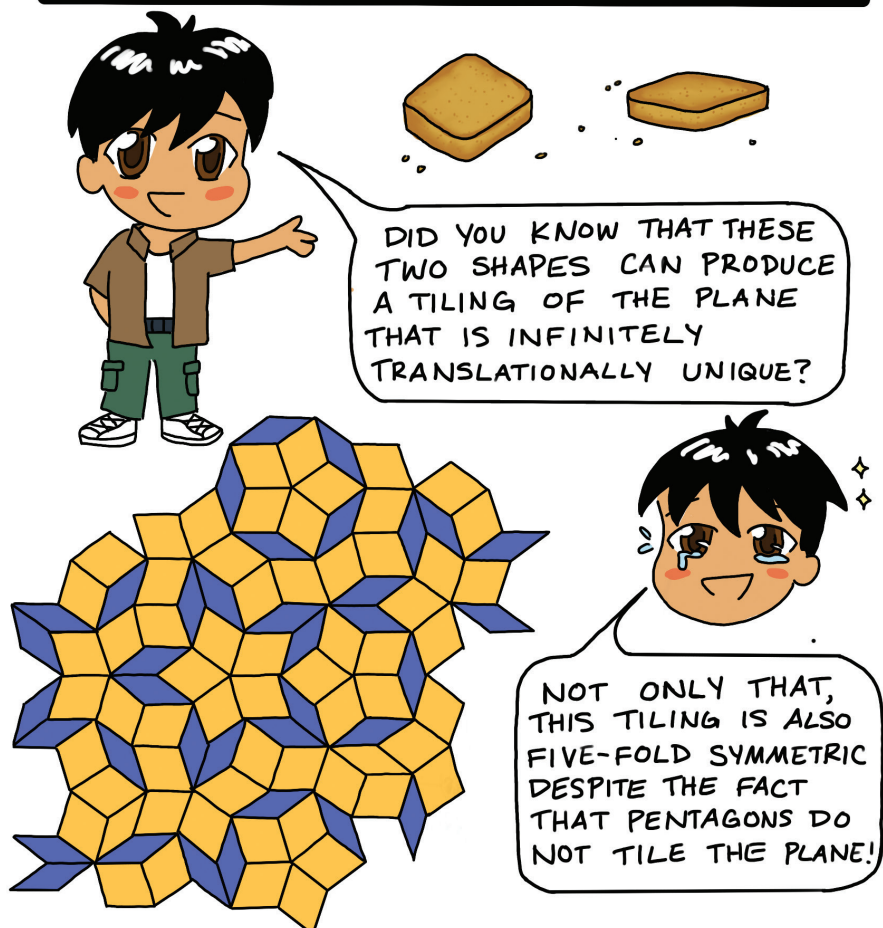
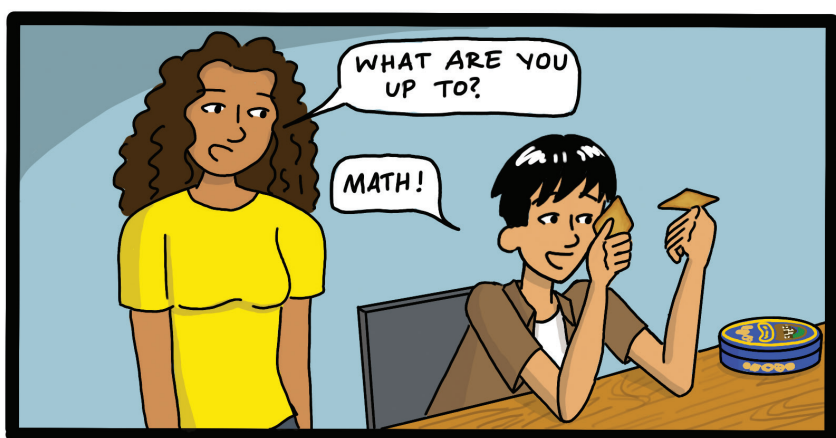
It is heinous to believe that parents are sending off their children to institutions such as MIT believing they will be cared for, and instead, we are met with the most challenging mental health struggles. Drinking from the firehose isn't something to be romanticized, and we deserve better.





by Alina Sarmiento

Supplement by Alina Sarmiento



Procrustes-1 mean, Penrose tilting

Welcome

Solution, page 11

	3		2	6		8		
		9			4	1	2	
2			5					
					1	4		2
4		3				7		1
6		2	7					
					6			5
	5	6	4			2		
		7		5	2		8	

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Prefrosh

Solution, page 11

120x			300x		
6		18x		12x	4
3			2		6x
32x		5÷			
	6÷		360x		6x
10x					

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.



ALINA SARMIENTO—THE TECH

Solution, page 11

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Solution, page 11

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.

Solution, page 11

1 Crumbs of food
5 Mirror's reflection
10 Brief moment, briefly
13 Burn-soothing plant
14 Emoticon's "eyes"
15 Telephone inventor
16 Picasso's somber phase
18 Cancel out
19 Straddling
20 Gets fresh with
22 In a heap
25 "Now, __ was I?"
26 Gone on a horse
30 Erase a scoring deficit
32 "Hasta la vista"
33 Prince William's bride
34 Monumental
38 Be a schemer
39 Prescription measures
40 Verdi's Egyptian opera
41 In __ (harmonized)
42 Sources of metals
43 Hospital prep area
44 Yellowish brown

46 Do some grapplin'
47 Playhouse offering
50 Hearth sweepings
52 Nomads
54 Different now
59 Tech support caller
60 From 1945 on
63 Actress Sorvino
64 French __ soup
65 Anvil metal
66 Playhouse scenery
67 Be immodest
68 Snug home

DOWN

1 See 7 Down
2 Adversities
3 Promote much
4 Crystal-ball gazer
5 Stranded due to freezing
6 Gourmet mushroom
7 With 1 Down, "Open
 sesame" sayer
8 Hair gel, for instance
9 Finishes up

- 10 Sound thinking
- 11 Firstborn of two
- 12 Finish up
- 15 1989-93 and 2001-09
- 17 Vocal cords, so to speak
- 21 Hole-punching tool
- 23 Blackboard accessories
- 24 Social activities
- 26 Door knocks
- 27 Without doing anything
- 28 Pop singer Céline
- 29 When E-commerce began
- 31 __ Misérables
- 33 East Asian peninsula
- 35 Desserts with pecans
- 36 Admired one
- 37 Part of a Dracula costume
- 39 Homer Simpson shout
- 43 Rice alternative
- 45 Section of a train
- 46 Grow lenient
- 47 Instruments in the back of bands
- 48 Riveter on WWII posters
- 49 Keep from happening

51 Rings of light
53 Snooty one
55 Leprechaun land
56 Seldom seen
57 Parts of psyches
58 Canned-food flaw
61 Important “numero”
62 Undercover org.

MIT suspends SAT/ACT requirement for 2021-22 admissions cycle

Beginning April 19, individuals living, working, or studying in Massachusetts aged 16 and over will be eligible to receive the vaccine.

Stuopis was asked whether MIT is “planning to provide the vaccine” to its community, and “if not, why not?”

She answered that MIT is “trying to be a mass vaccination site, through the parameters that have been established by the Commonwealth.” The Institute “submitted an application to do that” around “December.” She said that “shortly after we submitted our application, the Commonwealth shifted their approach in how they were thinking about vaccinating residents.”

The Commonwealth shifted their vaccinations to a few main sites, like Gillette Stadium and Fenway Park to ensure equitable allocation of vaccines to all Commonwealth residents. She also said that MIT has been advocating “tirelessly” to become a distribution site, suggesting that people who felt hesitant or unsure of the vaccine might be more likely to take it from an institution that they would trust.

She concluded that MIT “has not had success” with these appeals, but stated that if and when MIT is given the go-ahead, they expect to be able to “immunize thousands of” students a day, and noted that “the Johnson Athletic Center” is set up for vaccine distribution.

Schmill wrote the requirement has been suspended because “many students were not able to take the SAT or ACT safely” in the past year due to the ongoing pandemic.

However, students who have already taken the tests or who can "find a forthcoming opportunity" to take them safely are "encouraged to submit with their scores," because they help

Schmill added that students who have yet to take the SAT/ACT and who are unable to find an opportunity to take them safely are “discouraged” from taking the tests to “protect their personal health.”

MIT's SAT/ACT requirement was previously suspended due to the pandemic for the 2020–21 admissions cycle. Schmill wrote that the decision to suspend the

MIT suspended its SAT subject test requirement permanently beginning with the 2020–21 admissions cycle. The SAT subject tests were later discontinued by the College Board in January 2021.

—Kristina Chen



april 22, 2021, 6-9pm edt

WATER NIGHT

art workshop, underwater photographer, and career panels
all celebrating water.

register at @mitwaterclub, mitwater.org

Solution to Welcome
from page 7

1	3	4	2	6	7	8	5	9
5	7	9	8	3	4	1	2	6
2	6	8	5	1	9	3	7	4
7	9	5	6	8	1	4	3	2
4	8	3	9	2	5	7	6	1
6	1	2	7	4	3	5	9	8
8	2	1	3	7	6	9	4	5
3	5	6	4	9	8	2	1	7
9	4	7	1	5	2	6	8	3

Solution to Prefrosh
from page 7

1	3	4	6	2	5
6	2	3	5	1	4
3	5	6	2	4	1
2	4	5	1	3	6
4	6	1	3	5	2
5	1	2	4	6	3

Solution to Enjoy
from page 8

7	3	9	6	8	2	1	4	5
8	1	5	3	4	9	6	7	2
4	6	2	5	1	7	9	8	3
9	2	8	1	3	6	7	5	4
3	5	7	8	9	4	2	6	1
1	4	6	7	2	5	8	3	9
2	7	4	9	5	8	3	1	6
5	8	1	2	6	3	4	9	7
6	9	3	4	7	1	5	2	8

Solution to Your
from page 8

2	6	5	4	3	1
5	3	2	1	6	4
4	2	1	6	5	3
6	4	3	2	1	5
3	1	6	5	4	2
1	5	4	3	2	6

Solution to Stay!
from page 9

7	1	5	8	3	4	2	6	9
1	4	8	2	6	7	5	9	3
8	2	6	9	4	5	3	7	1
6	9	4	7	2	3	1	5	8
2	5	9	3	7	8	6	1	4
9	3	7	1	5	6	4	8	2
4	7	2	5	9	1	8	3	6
5	8	3	6	1	2	9	4	7
3	6	1	4	8	9	7	2	5

Solution to Four Times
from page 7

B	I	T	S	I	M	A	G	E	S	E	C
A	L	O	E	C	O	L	O	N	B	E	L
B	L	U	E	P	E	R	I	O	D	U	N
A	S	T	R	I	D	E	S	A	S	S	E
	P	I	L	E	D		W	H	E	R	E
R	I	D	D	E	N		R	A	L	L	Y
A	D	I	O	S		K	A	T	E	E	P
P	L	O	T		D	O	S	E	S	A	I
S	Y	N	C		O	R	E	S	P	R	E
	O	C	H	E	R		R	A	S	S	L
D	R	A	M	A		A	S	H	E	S	
R	O	V	E	R	S		A	L	T	E	R
U	S	E	R		N	U	C	L	E	A	R
M	I	R	A		O	N	I	O	N	I	R
S	E	T		B	O	A	S	T		N	E

- Solution to MIT Number Trivia
from page 8
- 1. 160
 - 2. 1, 24, 21
 - 3. 18.01, 18.02, (3.091 or 5.111 or 5.112), 8.01, 8.02, 7.01
 - 4. 12.310, 11.011, (22.814 or 17.474), (24.916 or 21L.601), SP255
 - 5. 10, 32, 42, 17, WW15, EE20
 - 6. 11, W70, W71, W46, \$4560, \$6530

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ME VS. ME

The balance between optimism and realism

The fine line is more like a 95% confidence interval

By Joanna Lin
PUBLISHER

Two weeks ago I took my first break from this column since it started, which is to say, I got more hosed than I’ve ever been. It pained me to not keep up a commitment I had implicitly agreed to fulfill, especially because it was to something I cared about so deeply. But this semester has truly been a special hell, largely due to what my history professor deems “Zoomitis,” topped off with a dash of sociopolitical upheaval.

I feel like I’ve already talked to too many adMITs who worry about staying afloat here.

If you’ve even so much as glanced at MIT Confessions in the past couple of months, you can’t have missed the sharp increase in confessions about stress, burnout, and deteriorating mental health. Even though I can generally cope with the mounting workload and my own procrastination, what makes me the saddest about this semester is watching my friends go through the same struggles. The confessions have generated worry in not only me, alumni, and some instructors, but also, alarmingly, prefrish.

CP* starts this weekend — and I feel like I’ve already talked to too many adMITs who worry about staying afloat here. I won’t waste my breath repeating the arguments for choosing MIT (we’re just more vocal about the same struggles most university students face; the strongest bonds are

forged through all-nighter psets; you get a strong foundation that sets you up for success) because you can find them written much more compellingly elsewhere.

Being a pre-med, I’ve talked to many students with an especially pronounced fear of the rigor of MIT. With the spotlight on your grades and opt-in P/NR being unoptable, it can be daunting. My immediate response is always to talk about how helpful our Prehealth Advising office is, or how the faculty supports students to achieve their potential. While this is all true, that doesn’t make the classes any easier. Should I gloss over the organic chemistry exam where the mean was a 50 but, as the professor told us with a chuckle, that a professor at another university said his students would probably get a mean of about 20 on?

Talking about my experience here often makes me conflicted. A part of me wants to say, straight up, “You’re going to get destroyed here.” The other part could list the million memories that have made my MIT experience something I’d never give up. While the two answers seem like polar opposites, they’re actually intertwined.

Where’s the balance between finding the silver linings on stormy clouds and blatantly pretending that everything is great?

When people outside of MIT have that half-shocked look after I tell them what daily life is like, I instinctively back-pedal and overcorrect. But when I oversell how



PHOEBE LEE—THE TECH

Finding a happy medium between the deep, dark truth and a glass-half-full perspective is a difficult task, indeed.

much I love my professors, clubs, and living communities, I worry that I’m being disingenuous.

Where’s the balance between finding the silver linings on stormy clouds and blatantly pretending that everything is great? “Ordinary-ish People” by AJR says, “Your happy friends call you depressing / Cause you wonder why we’re all alive / Your downer friends think you’re too happy, too happy / Cause you still celebrate sometimes.” It’s helped me come to terms with the fact that it’s probably impossible to find an outlook that everyone will agree with.

If I’ve learned anything from my classes at MIT, it’s that nothing is objective. Even in

STEM classes, everything we learn is constantly being pulled into question. How biased are our experimental results due to our methods? What other factors could explain this outcome? The way that I experience my life can be filtered through many different lenses, from rose-tinted ones to deep-fried memes to sobering forlornness.

This semester might be the hardest that many of us have experienced. What I will say is that, when I find the time to catch up with my friends, you won’t believe how full my heart will be reminiscing about the shenanigans we’ve been through together. And both of those sentences are equally important to write.

A Planet Reborn

JOHN ALBRECHT

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